DOCUMENT RESUME

ED 291 795 TM 011 090

AUTHOR Ayers, Jerry B.
TITLE A Plan for Evaluating Teacher Training Workshops and Institutes. Technical Report 87-2-3.
INSTITUTION Tennessee Technological Univ., Cookeville. Center for Techer Education Evaluation.
SPONS AGENCY Tennessee State Dept. of Education, Nashville.
PUB DATE Sep 87
NOTE 43p.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Evaluation Criteria; *Evaluation Methods; Formative Evaluation; Participant Satisfaction; Program Effectiveness; *Program Evaluation; Summative Evaluation; *Teacher Education; *Teacher Workshops

ABSTRACT

A plan for evaluating teacher training workshops and institutes is presented. Juxtaposition of the target group and the type of evaluation provides the framework for evaluating such a program. Evaluation is formative, aimed at modifying and improving the plan as it is being developed, and summative, assessed at the end of the experience. The use of goal cards with statements of objectives for each participant is important in formative evaluation. Summative evaluation is carried out through a rating system of the extent to which objectives were met. Follow-up study is valuable if funds permit. An appendix includes copies of suggested instruments to be used in evaluation. (SLD)

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REPORT 87-2-3

A PLAN FOR EVALUATING TEACHER TRAINING WORKSHOPS AND INSTITUTES

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Report 87-2-3

A PLAN FOR EVALUATING TEACHER TRAINING WORKSHOPS AND INSTITUTES[1]

Center for Teacher Education Evaluation

Tennessee Technological University

Prepared By

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September, 1987

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[1]The development of these materials was conducted as a part of the activities of the Center for Teacher Education Evaluation, Tennessee Technological University through a grant from the State of Tennessee.

Preface

In recent years, the author of this report was asked to serve as an evaluator for a number of teacher training workshops and institutes. In 1986, the Center for Teacher Education Evaluation (CTEE) at Tennessee Technological University was created as a part of the Centers of Excellence program of the State of Tennessee. The staff of the CTEE has taken on a number of evaluations of institutes and workshops. The evaluations have been well received and appeared to be useful to the directors of the workshops and institutes. The general plan contained in this report has been used to evaluate teacher training workshops and institutes in such diverse areas as mathematics education, the preparation of adult literacy teachers, programs for upgrading the skills of biology and chemistry teachers, and a program designed to help teachers utilize country music in teaching social studies. The basic plan has been used with short (two days) to year long programs. The evaluation plan is sound, based on research, is valid and will be of particular use in planning for future workshops and institute programs. The Center stands ready to assist with evaluation activities for other programs and groups. The author requests that those individuals utilizing the materials provide an evaluation of the plan, to the author, for future revisions and also as a record of those who have used the work. Any comments and help will be appreciated. It should be noted that no attempt has been made to provide information on the use of computers and data bases in the collection and processing of data. This was omitted by design.

Jerry B. Ayers,
Director, CTEE

Introduction

An adequate plan of evaluation is crucial to the effectiveness of a workshop or institute program. A program director must know, not only, if learning has taken place, but how effective were the techniques and resources used in achieving the objectives of the program. The agency funding the project wants to know if its money was properly spent. The plan in this document will help answer these questions from a practical standpoint. Not only is a plan provided but sample instrumentation that can be adopted or adapted for use under local conditions is included.

This document begins with a brief rationale for the use of the suggested plan for evaluation. Following the introduction are three sections devoted to formative evaluation, summative evaluation and followup evaluation. Also provided under each section are suggested activities to be undertaken and the Appendix includes copies of suggested instruments to be used. Throughout the remainder of this document the term workshop has been used to simplify the reading. However, the plan and instruments will work equally well with more involved and long term institute programs. For convenience, examples of instruments shown in this document were used with the evaluation of a workshop on Adult Literacy held at Tennessee Technological University. They can be easily modified to fit the needs of any institution and type workshop.

Plan for Evaluation of the Workshop

In preparing the materials contained in this section it was assumed that the programs would be for both pre- and inservice teachers. However, it should be pointed out the plan could be implmented with other groups such as counselors, social workers, teacher aides, engineers and administrators. Generally the plan outlined has been used with groups ranging in size from 10 to 50 individuals. However, one must be cautioned about the problems of meaningful evaluations with small groups. Also, if the plan was implmented with large groups, some type of sampling scheme might be developed to simplify the paper work. It is recommended that the plan outlined in this document be be implmented by a third party i.e., someone not associated with the workshop nor with the funding agency. It is felt that both a more valid and reliable evaluation will be obtained.

The evaluation component of each workshop is the most vital element when examining the effects of a program on both the participants and the funding agency. Adequate evaluations can help improve workshops as they are being offered and can help serve to determine their overall worth. Evaluation of the workshops and the participants will be aimed at answering questions related to the effectiveness of the program. Specifically, interest will focus on the degree to which the goals of the workshop and the objectives of the students and faculty of each workshop are met.

Evaluation can be described as a means of providing information through formal methods (such as criteria, measurement, statistics) to serve as a rational basis for

decision making activities. Stufflebeam (1968) has suggested that curriculum evaluation should be concerned with collecting, organizing, analyzing, and reporting data to the following four kinds of decisions:

(1) Planning - Specification of the domain, major goals and specific objectives to be served.

(2) Programming- Specification of procedures, personnel, facilities, budget and time requirements.

(3) Implementing- Specification of activities related to directing programmed activities.

(4) Recycling- Specification of data related to terminating, continuing, evaluating or drastically modifying activities.

Basically two target groups (and objectives) will be served by the proposed evaluation plan. These are related to (1) evaluation of individual student progress toward a specified set of objectives, and (2) over all effectiveness of the program. The question is did the program make a difference and if so, what kind. These two objectives can be approached by two kinds of evaluation activities (1) formative and (2) summative. Formative evaluation is aimed at modifying and improving the program as it is being developed and implemented. Summative evaluation refers to an end-of-experience assessment of progress. As a part of or independent of summative evaluation, followup evaluation can take place. Juxtaposition of these two dimensions - type of evaluation and target group-provide the general framework for evaluating a workshop program.

Target Group		Formative	Summative
	Individual Participant		
	Program		

Formative Evaluation.

Initially general demographic data and information should be collected from each participant. This information will serve as a base for building a file on participants for use in followup evaluation to determine the effects of the workshop and in finding groups of individuals with similar interest. An instrument similar to the one contained in Appendix A could be used to collect the needed information. The sample instrument was used in conjunction with a workshop for teachers of Adult Literacy held at Tennessee Technological University in the summer of 1987. This instrument can be modified as needed.

It is proposed that a series of "goal cards" be developed by the staff of each workshop for use by individual participants. These cards will carry statements of the behavioral objectives related to the program and its ultimate goals. As each goal is mastered, it will be checked off. In this way, both student and staff can be made aware of an individual's progress and perhaps highlight areas where more work is needed, or a change in instructional methodology. These cards will be used throughout the duration of each workshop. The use of such cards forces all concerned to focus on the changes that are being attempted. Care will need to be exercised in the development of the goal cards such they will express the goals and objectives of both the

funding agency and the local institution. Additional information about the use of "goal cards" can be found in the work of Bauernfeind (1966).

Feedback data related to the program, its objectives, organization, etc. should be gathered at two points during the program. Upon completion of the first half of the program, a structured questionnaire should be administered to the participants. All aspects of the program should be evaluated academic, personnel, social, etc. Near the end of the workshop, a second administration of the questionnaire should be made. Results of both administrations of the questionnaire(s) should be discussed with the participants and staff at a group meeting (see Appendix B for a suggested instrument). In the case of short term workshops of less than one week, it is probably advisable to use a daily rating device utilizing selected questions. This could be drawn from the instrument contained in Appendix B.

Each instructor who works with the program should be requested to use a course-instructor evaluation form so that appropriate adjustments can be made (see Appendix C). It is suggested that this instrument be used at the mid-point of a short term workshop (less than two months) and monthly for longer workshops. In many instances, local institutions have instructor evaluation forms that could substitute for the instrument in Appendix C.

Summative Evaluation.

Overall program effectiveness, including outcomes assessment, will be judged by use of a rating by the participants of the degree to which program objectives have been met using a

set of absolute scales and by use of a semantic differential (see Appendix D for a suggested semantic differential). It is again seen how important objectives are in evaluation. They relate both to participant progress and program impact. Great care must be taken and time spent in specifying the goals and the related participant behavioral criteria.

Application of the semantic differential technique will provide extremely valuable data regarding the impact of the program. It is proposed that eight to ten major concepts related to the overall program goals be used as stimuli for the application of a twelve scale semantic differential. Each concept will be rated at the beginning and end of the instructional program. Changes in semantic space for the changes along three dimensions, evaluation, potency, and activity, will be made (Osgood, Suci & Tannenbaum, 1957; Snider & Osgood, 1969). The material in Appendix D includes a set of directions for the administration of the semantic differential, sample pages, a list of the ten concepts taken from the adult literacy workshop mentioned in this document, directions for scoring the semantic differential and sample plots of the results showing changes in the workshop participants.

As a measure of attainment of the objectives of the workshop, the participants should have the opportunity to rate on an absolute scale the extend to which they feel they have mastered a particular objective and the contribution the workshop made to this mastery. The instrument can be built around the

eight or ten major objectives of the workshop. (see Appendix E for a sample instrument).

The purpose of a workshop is to change the participants. They learn new skills, acquire changes in attitudes or gain knowledge. It is proposed that as a crude measure of over-all progress and growth in student knowledge - the gain score from a pre- and post- administration of a locally developed test be used. The test can be developed by the staff of the proposed workshop or in conjunction representatives of the funding agency. In some cases it might be possible to purchase commercially produced tests instruments that could be used in measuring participant change.

Followup Evaluation.

If funds permit a followup study of the workshop participants could be made. The level of funding will determine the amount of follow-up work that can be conducted. For example, as a very crude measure, workshop participants could be mailed a questionnaire. The instrument might be designed to gather overall demographic data and the immediate use the participants were making of the materials presented in the workshop. Frequently individuals do not realize the full impact of a program until several months after its conclusion. A second questionnaire similar to the sample contained in Appendix E could be used to obtain a measure of self rating after a length of time.

It might be possible to determine more fully the impact of the program by application of a follow-up model that would allow for direct observation(s) of the participants. This would occur

after the close of the workshop and after the participants were back on the job.

Budget for Conducting Evaluation of a Workshop

It is difficult, if nearly impossible to make an accurate estimate of the costs associated with the evaluation of a workshop program. Industry usually spends about ten percent of the gross selling price of a product on evaluation. This is probably impossible in higher education. The following budget was based on the assumption that a moderate size workshop program would be evaluated. It was assumed that instruments would be developed similar to those contained in the Appendix of this report, the instruments would be scored, and a report of the results developed. If more than one workshop of the same nature was evaluated, the net costs per workshop could be reduced.

A.	Personnel	
	Three person-days of professional time at $150/day	$ 600
	Two person-days of secretarial assistance at $60/day	120
B.	Employee Benefits	175
C.	Operating Expense	
	Office Supplies and Printing of Instruments	100
	Communications	25
D.	Travel (will need to be considered if workshop is located outside immediate area of evaluator)	0
E.	Total Direct Costs	$1,020

References

Bauernfeind, R. H. (1966). "Goal Cards" and future developments in achievement testing. In Proceedings of the 1965 Invitational Conference on Testing Problems. Princeton, NJ: Educational Testing Service.

Osgood, C. E., Suci, G., & Tannenbaum, P. (1957). The Measurement of Meaning. Urbana: The University of Illinois Press.

Snider, J. G. & Osgood, C. E. (Eds). Semantic Differential Techniques. Chicago: Aldine Publishing Co.

Stufflebeam, D. L. Toward a science of educational evaluation. Educational Technology, 9, 5-12.

APPENDICES

Individuals utilizing the materials contained in these appendices are free to copy the instruments and modify them for use with their own programs.

Appendix A-- Participant Information Questionnaire

Appendix B-- Workshop Evaluation Questionnaire

Appendix C-- Instructor Evaluation Device

Appendix D-- Sample Semantic Differential

Appendix E-- Ratings of Attainment of Objectives

Appendix A-- Participant Information Questionnaire

Essential information needs to be collected by the evaluator for later use. In many cases the information may already be available from the workshop director. The instrument on the following page contains a request from the workshop participants for some essential information that will be useful in determining the demographics for the workshop participants.

INFORMATION EVALUATION QUESTIONNAIRE

SUMMER WORKSHOP ON ADULT LITERACY

NAME _____
Last First M.I.

MAILING ADDRESS _____

_____

_____
City State Zip Code

BUSINESS TELEPHONE NO.: _____

HOME TELEPHONE NO.: _____

EDUCATION: Year Bachelor's Degree Obtained _____

Institution _____

Do you hold a Master's degree? _____Yes _____No

If yes, in what year did you complete the degree? _____

Institution _____

If no, how many hours have you completed toward the degree? ____

Please list other degrees or special work you have completed.

_____

_____

_____

_____

TOTAL YEARS OF TEACHING EXPERIENCE: _____

TOTAL YEARS OF EXPERIENCE TEACHING IN ADULT LITERACY PROGRAMS: _____

APPROXIMATELY HOW MANY COLLEGE CREDITS HAVE YOU COMPLETED IN EACH OF THE FOLLOWING (please indicate semester or quarter hours).

Reading _____

Adult Literacy _____

OVER

SCHOOL IN WHICH YOU WILL TEACH IN 1987-88: _____

MAILING ADDRESS OF SCHOOL: _____

_____

_____
City State Zip Code

ANTICIPATED GRADE LEVEL(S) FOR FALL 1987: _____

ANTICIPATED ADULT LITERACY CLASSES YOU WILL TEACH: _____

_____

_____

DESCRIBE YOUR PAST AND ANTICIPATED EXPERIENCES IN TEACHING IN ADULT LITERACY PROGRAMS: _____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Please use this space for comments or questions that you would like answered!!

Appendix B-- Workshop Evaluation Questionnaire

This instrument was designed to be used on at least two occassions - near the mid-point of the program and near the end. The instrument following was used near the end of a workshop on adult literacy. Questions 15 through 23 were added to obtain a measure of the participants ratings of certain activities and speakers that had been a part of the program. This could easily have been accomplished with a separate questionnaire or even omitted from the evaluation of the program.

Date: _____

SUMMER WORKSHOP ON ADULT LITERACY

Those charged with the responsibility for planning and administering this institute are interested in how the participants view their experience to date. Such information will be used to improve the program. Please answer or rate each question as honestly as you can. Do not identify yourself on the questionnaire. Respond to each question on the basis of your experience to date not in terms of what you expect to happen.

Directions: For each of the following items indicate your feeling or opinion by circling the number corresponding to your choice.

1. The way in which this Institute is organized is

Unsuited to the major objectives	1	2	3	4	5	6	7	Extremely well suited to the objectives

2. The majority of the course work associated with the Institute

Has little relevance to the objectives	1	2	3	4	5	6	7	Has great relevance to the objectives

3. Social activities for Institute participants

Have not been frequent enough	1	2	3	4	5	6	7	Have been frequent enough

4. The kinds of social activities held for the Institute

Have not matched the desires of all the participants	1	2	3	4	5	6	7	Have satisfied the desire of almost all the participants

5. Do you feel that the purpose for holding the Institute has been justified?

No, it has not been justified	1	2	3	4	5	6	7	Yes, it has been completely justified

6. To what extent are objectives of the Institute compatible with your personal objectives?

Very litte relationship between Institute and personal objectives	1	2	3	4	5	6	7	Almost perfect relationship between Institute and personal objectives

7. To what extent are the administrative Institute personnel accessible to participants?

Extremely difficult to contact them	1	2	3	4	5	6	7	Readily accessible

8. To what extent has the academic personnel been accessible to participants?

Extremely difficult to contact them	1	2	3	4	5	6	7	Readily accessible

9. Has the general orientation of the courses been theoretical or practical?

Very Theoretical	1	2	3	4	5	6	7	Very Practical

10. Which orientation has the most value for you?

Theoretical	1	2	3	4	5	6	7	Practical

11. I feel that the evaluations that have been made in class of my academic progress have

Not been accurate	1	2	3	4	5	6	7	Been quite accurate

12. The provisions for making housing arrangements were

Less than adequate	1	2	3	4	5	6	7	Quite adequate

13. Do you feel that the "Make up" of the Institute group has about the right mix (e.g. relative to number of males and females, age distribution, etc.)

Some categories are disproportionately represented	1	2	3	4	5	6	7	Question is irrelevant

14. If you were in charge of selecting participants for this Institute would you pay any attention to the balance of certain characteristics in the participants (as implied in the previous question (No. 13)?

I would not give any consideration to balance	1	2	3	4	5	6	7	I would give great consideration to balance

Following are some extended response items which require a paragraph or two of comment. Please be as candid as possible.

Please rate the value of each of the following presentations to your goals and objectives.

15. Parenting and reading by Dr. Phyllis Davidson.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

16. Basic reading instruction by Dr. Betty Roe.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

17. Language experience approach to reading by Dr. Elinor Ross.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

18. Parenting and reading by Dr. Dean Richey.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

19. Learning disabilities and adult literacy instruction by Dr. Calvin Johnson.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

20. Presentation on the Steck Vaughn Company materials by Mr. Jimmy Boswell.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

21. Presentation on IBM materials and equipment.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

22. Presentation by Mr. Howard Halliburton of the Psychological Corporation.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

23. Presentation on the Lauback Materials by Ms. Nancy Brewer and Ms. Jewel Jennings.

Of Little Value	1	2	3	4	5	6	7	Of Great Value

24. How would you change the nature of the course offerings and academic program of the Institute if it were possible to do so next week?

25. Are there organizational aspects of the Institute you would change if you were "Institute Director for a Day"? Which ones and how would you change them?

26. What are some Institute related experiences that you would like to have that you have not had or are not scheduled to have?

27. How do you feel about the financial arrangements made in conjunction with the Institute? Specifically, how would you change them?

28. List the two major strengths of the program.

29. List the two major weaknesses of the program.

30. Please add any other comments about the program that you feel are relevant.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

Appendix C-- Instructor Evaluation Device

The instructor evaluation instrument that follows appears to be of value in assisting faculty to improve their performance. It has been successfully used on a number of occassions. The results of the administration of the instrument have become the property of the instructors involved in a workshop and it has generally been left to them to make, what they felt, were meaningful adjustments in their instructional mode. Other evaluators and workshop directors might want to use the instrument in a slightly different way. For example, it could be used in the selection process for instructors for other workshops.

- Evaluators might wish to omit the use of this particular instrument in favor of a locally developed instrument. On most college and university campuses, instruments are available for faculty evaluation that have the approval of the central administration and many times are included as a part of the negotiated contracts for faculty members.

Date: _____

SUMMER WORKSHOP ON ADULT LITERACY
(Instructor Evaluation)

Directions: Your instructor is interested in improving this course. You can help by giving your careful attention and your honest answers to the statements that follow. For each statement, circle the response which best expresses your opinion about the course and its instruction.

1. Objectives of this course were:

   a) Fully explained early in the course.
   b) Discussed in broad terms, but not fully explained.
   c) Mentioned by the Instructor.
   d) Implied in a general way, but not specifically discussed.
   e) Not mentioned or discussed by the Instructor.

2. Plans for the course, as it progressed from week to week, were:

   a) Very well organized.
   b) Evidently organized.
   c) Loosely organized.
   d) Vague and sketchy.
   e) Not evident to students.

3. Assignments were related to the purposes and development of the course in a way which was:

   a) Obvious, meaningful, constructive.
   b) Adequately clear, helpful.
   c) Fairly clear.
   d) Hazy, indefinite.
   e) Obscure, confusing.

4. Students were drawn into class activities in a way which:

   a) Strongly stimulated thinking and problem solving.
   b) Moderately stimulated thinking and problem solving.
   c) Produced relatively little stimulation to thinking and problem solving.
   d) Tended to discourage thinking and problem solving.
   e) Discouraged thinking and problem solving.

5. The principles or concepts developed in this class were:

   a) Very well illustrated; explained in a way that students knew exactly what was meant.
   b) Well illustrated; explained in a way that gave students a good grasp of the ideas.
   c) Fairly well illustrated; gave students a general idea of what was meant.
   d) Vaguely illustrated; left students in doubt.
   e) Badly illustrated; confusing; left students with mistaken ideas.

6. When tests or quizzes were given in this course, the students:

   a) Knew and understood in advance their major purpose and emphasis.
   b) Had a good idea of what was coming.
   c) Had a general notion of what was expected.
   d) Did not know what to expect.
   e) Expected something quite different from what they actually got.

7. The tests and examinations in this course:

   a) Were very well balanced; provided excellent opportunity to demonstrate possession of broad knowledge and understanding.
   b) Were well balanced; sufficiently broad to cover the main objectives of the course.
   c) Provided a reasonable coverage of the main objectives.
   d) Tended to emphasize some parts of the course to the neglect of others.
   e) Stressed minor or irrelevant points; providing little or no opportunity for students to demonstrate a broad knowledge of the subject.

8. The Instructor used evidence about students' progress in such a way that:

   a) Most difficult points were cleared up.
   b) Many difficult points were cleared up.
   c) Some difficult points were cleared up.
   d) None of the students' difficulties were cleared up.
   e) Students' difficulties tended to be increased.

9. I believe that specific information obtained from this course is, or will be:

   a) Extremely useful.
   b) Quite useful
   c) Of some use.
   d) Of very little use.
   e) Of no use at all.

10. In this course, I have become acquainted with:

a) A great many new ideas and points of view.
b) A substantial number of new ideas and points of view.
c) Some new ideas and points of view.
d) Very few new ideas and points of view.
e) No new ideas and points of view.

11. The experience of taking this course has been of:

a) Great positive and personal value to me.
b) Substantial positive and personal value to me.
c) Some positive and personal value to me.
d) Little positive and personal value to me.
e) No positive and personal value to me.

12. Relative to helping students individually, in and out of class, the Instructor seemed:

a) Very willing.
b) Quite willing.
c) Neither pleased nor displeased to do so.
d) Reluctant to do so.
e) Opposed and unwilling.

13. The Instructor's appreciation of the student's point of view was:

a) Very understanding, friendly, sympathetic.
b) Understanding and friendly.
c) Generally sympathetic.
d) Often neutral and unconcerned.
e) Usually lacking and impatient.

14. The Instructor's grasp of his subject and related fields was:

a) Extremely good; thorough and broad.
b) Good; extensive; wide.
c) Good in his subject; fair in related fields.
d) Fair in his subject; weak in related fields.
e) Poor; limited and restricted; inadequate.

15. The Instructor's ability and willingness to answer relevant questions in class was:

a) Excellent; quick, to the point, and clear.
b) Good.
c) Fair.
d) Rather poor.
e) Very poor; grudging, vague, confusing.

16. The Instructor's regard for the students as individuals was:

a) Genuine and sincere at all times.
b) Understanding, respectful.
c) Generally good.
d) Sometimes lacking in appreciation, tending to be aloof and unthinking.
e) Disrespectful, cold, sarcastic.

17. In dealing with students, the instructor:

a) Was completely fair at all times.
b) Was generally impartial and fair.
c) Was inconsistent.
d) Tended to be partial.
e) Showed definite favoritism and personal bias.

18. In my opinion, the instructor's personality was:

a) Outstandingly pleasing and attractive.
b) Definitely pleasing.
c) Generally pleasing.
d) Neutral; did not please or displease me.
e) Displeasing, unattractive.

Appendix D-- Sample Semantic Differential

The semantic differential is a powerful and reliable device to measure the attitudes and changes in attitudes of individuals participating in a workshop program. It is suggested that the instrument be used as a pre- and post test to determine changes in attitudes. The first task is to select a series of eight to twelve major concepts that will be a part of the workshop program. The concepts for the adult literacy workshop included:

A. Adult Literacy
B. Learning to Read
C. Inductive Teaching
D. Deductive Teaching
E. Tennessee Instructional Model
F. Parenting
G. Learning Disabilities
H. Computer Aided Learning
I. Reading
J. Adults

The next task is to select a set of adjective descriptors that can be used (Osgood, Suci & Tannenbaum, 1957; Snider & Osgood, 1969). The examples given on the following pages include 12 sets of adjective pairs designed to measure evaluation potency and activity. These adjective pairs are widely used. A sheet is prepared for each concept and a set of directions for completion of the instrument.

The adjective paris associated with each scale are as follows:

Evaluation	Unpleasant - Pleasant
	Happy - Sad*
	Good - Bad*
	Unfair - Fair
Potency	Large - Small*
	Thin - Thick
	Weak - Strong
	Heavy - Light*

Activity	Fast - Slow*
	Dull - sharp
	Moving - Still*
	Passive - Active

Scoring of the instrument for each individual is accomplished by summing the number checked on each scale by a participant. The items noted above with an asterick (*) must be reversed in scoring, i.e., a 1 is scored as a 7, a 2 as a 6, a 3 as a 5, a 4 as a 4, a 5 as a 3, a 6 as a 2, and a 7 as a 1. Mean scores can be obtained for the total groups and plots made of the pre- and post administration of the semantic differential results to show changes in attitudes toward the various concepts. Figures 1, 2, and 3 show the plots made of the results from the Adult Literacy workshop for, respectively, evaluation versus potency, evaluation versus activity, and potency versus activity. Post administrations of the instrument are shown in lower case letters in a circle. From inspection of the three figures, it can be seen that the workshop program did have an effect on the participants.

ADULT LITERACY WORKSHOP

Name:_____ Date:_____

The purpose of this activity is to measure the meanings of certain concepts by asking you to judge them against a series of descriptive scales. On each page you will find a different concept and beneath it a set of scales. You are to rate each concept on each of these scales.

Here is how you are to use the scales:

If you feel a particular concept is very much like one end of the scale, you should place your checkmark as follows:

	1	2	3	4	5	6	7	
UNPLEASANT	X							PLEASANT

or

	1	2	3	4	5	6	7	
UNPLEASANT							X	PLEASANT

If you feel a particular concept is quite close to one end of the scale (but not extremely), you should place your checkmark as follows:

	1	2	3	4	5	6	7	
FAST		X						SLOW

or

	1	2	3	4	5	6	7	
FAST						X		SLOW

If you feel a particular concept is only slightly like one end of the scale (but is not really neutral), you should place your checkmark as follows:

	1	2	3	4	5	6	7	
DULL			X					SHARP

or

	1	2	3	4	5	6	7	
DULL					X			SHARP

If you feel that the concept is neutral on the scale (that both sides of the scale are equally associated with the concept) or if the scale is completely irrelevant (unrelated to the concept), you should place your checkmark in the middle space.

HAPPY							SAD
1	2	3	X 4	5	6	7	

The direction toward which you check, of course, depends upon which of the two ends of the scale best describes your feeling about each concept.

Do not worry or puzzle over any one scale. It is your first impression of each concept that we want. On the other hand, please do not be careless because we want your true impressions. Do not try to remember how you checked similar items earlier in the scale. Make each item a separate and independent judgment.

Remember, you are judging the concept as you see it--not as we or others react.

Important: 1. Place your checkmarks in the middle of the spaces, not on the boundaries:

	this		not this			
	X					

2. Be sure to check every scale. Do not omit any.

3. Never put more than one checkmark on a single scale.

ADULT LITERACY

LARGE	1 :	2 :	3 :	4 :	5 :	6 :	7	SMALL
UNPLEASANT	1 :	2 :	3 :	4 :	5 :	6 :	7	PLEASANT
FAST	1 :	2 :	3 :	4 :	5 :	6 :	7	SLOW
DULL	1 :	2 :	3 :	4 :	5 :	6 :	7	SHARP
THIN	1 :	2 :	3 :	4 :	5 :	6 :	7	THICK
HAPPY	1 :	2 :	3 :	4 :	5 :	6 :	7	SAD
WEAK	1 :	2 :	3 :	4 :	5 :	6 :	7	STRONG
GOOD	1 :	2 :	3 :	4 :	5 :	6 :	7	BAD
MOVING	1 :	2 :	3 :	4 :	5 :	6 :	7	STILL
UNFAIR	1 :	2 :	3 :	4 :	5 :	6 :	7	FAIR
PASSIVE	1 :	2 :	3 :	4 :	5 :	6 :	7	ACTIVE
HEAVY	1 :	2 :	3 :	4 :	5 :	6 :	7	LIGHT

LARGE	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	SMALL
UNPLEASANT	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	PLEASANT
FAST	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	SLOW
DULL	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	SHARP
THIN	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	THICK
HAPPY	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	SAD
WEAK	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	STRONG
GOOD	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	BAD
MOVING	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	STILL
UNFAIR	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	FAIR
PASSIVE	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	ACTIVE
HEAVY	___ 1	: ___ 2	: ___ 3	: ___ 4	: ___ 5	: ___ 6	: ___ 7	LIGHT

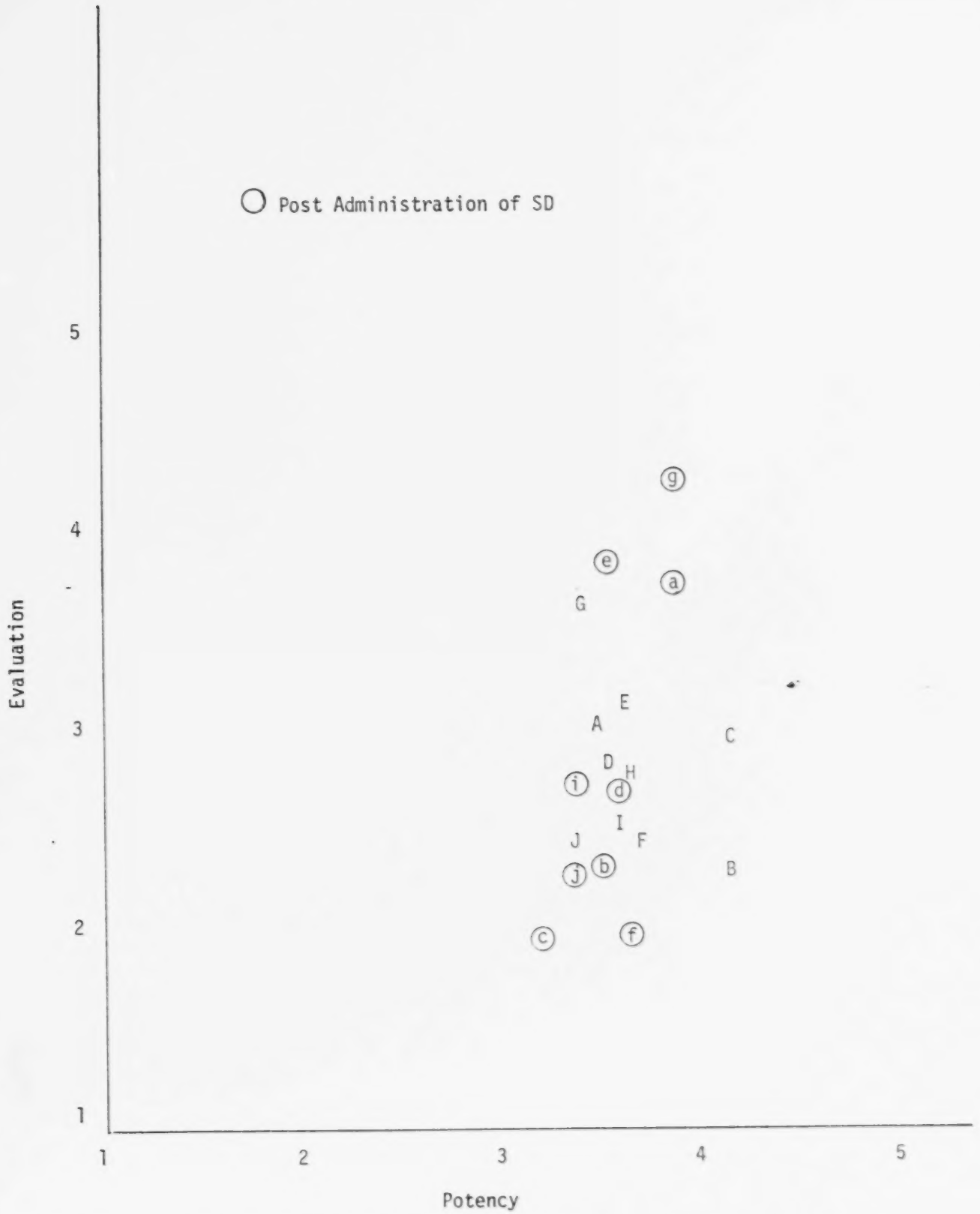

Figure 1. Evaluation versus Potency for Pre- and Post Administration of SD.

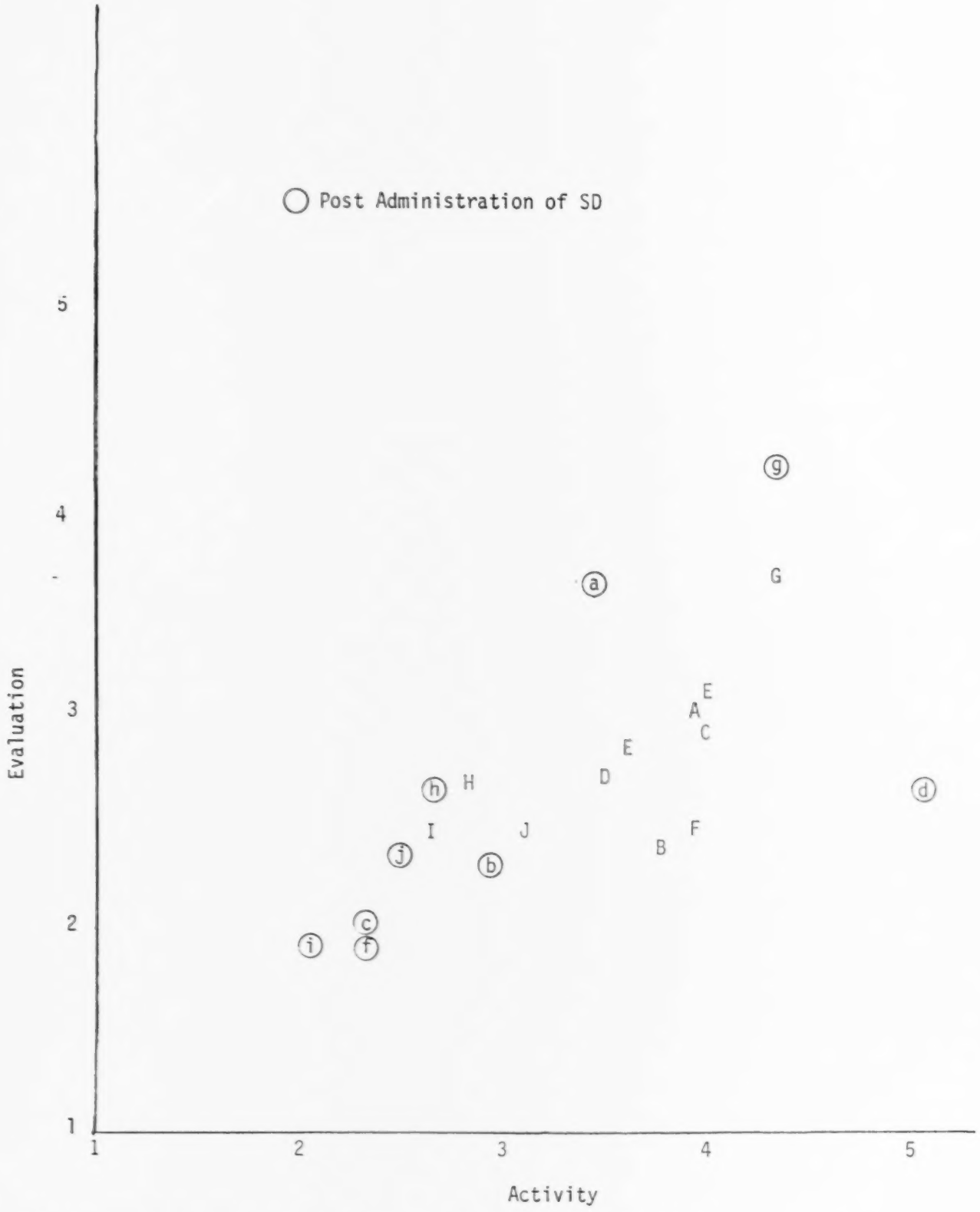

Figure 2. Evaluation versus Activity for Pre- and Post Administration of SD.

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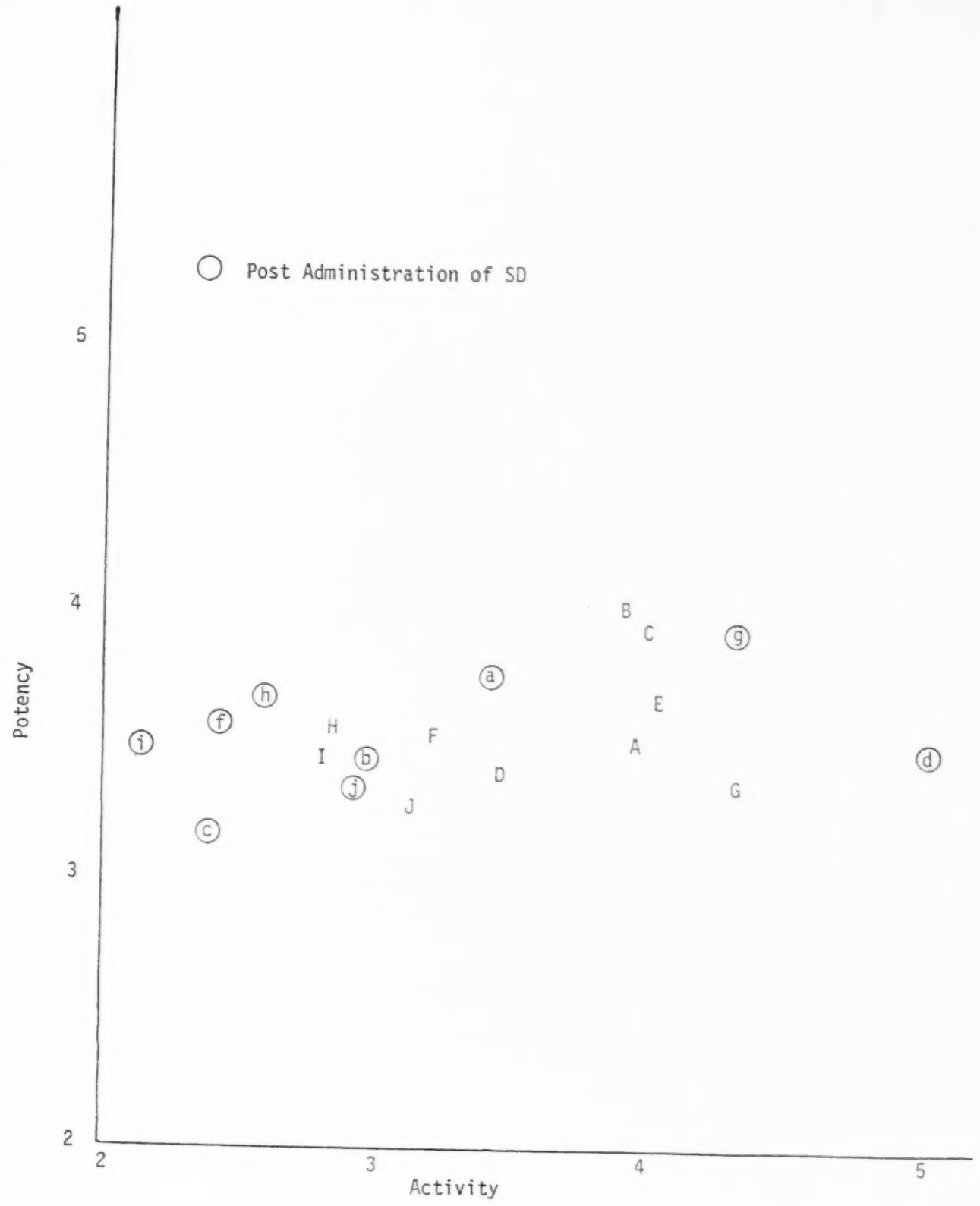

Figure 3. Potency versus Activity for Pre- and Post Administration of SD.

Appendix E-- Ratings of Attainment of Objectives

The instrument contained on the following pages was designed to be used to determine the level of the perceived extent of mastery of the objectives of a program and the amount of contribution made by the workshop to their attainment. It is suggested that the major objectives be utilized with this instrument if it is used at the end of the program. It would be possible to utilize similar versions of the instrument to measure smaller units of study from and an extended workshop of several months.

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MAJOR OBJECTIVES FOR ADULT LITERACY WORKSHOP

Following are some general objectives related to skills and knowledges that were a part of your workshop curriculum. We are interested in the degree to which you feel you have mastered these objectives. In addition, we are interested in your judgments of the degree to which the Institute has directly contributed to your mastery. Please rate each of the following objectives along these two dimensions by circling the number corresponding to your choice. Use "N" if the objective does not apply to you or any of your work or academic experience.

Objective

---

1. Identify the components and subcomponents of a generic teaching model for use in teaching reading.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

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2. Define deductive and inductive reasoning and understand their use in teaching.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

---

3. Demonstrate an understanding of the generic teaching model in relationship to the Tennessee Instructional Model.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

4. Demonstrate an understanding of the basis of adult literacy instruction.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

5. Demonstrate an understanding of the relationship between reading instruction and parenting skills.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

6. Demonstrate an understanding of the attributes of learning disabilities in adults and the manner in which they influence literacy instruction.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

7. Describe the use of the IBM PALS adult literacy instruction program on micro-computers.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

8. Describe the structure of the Steck-Vaughn adult literacy instruction program.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

9. Identify reading components of the Learn to Read video tape series.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N

10. Prepare a notebook of lesson plans for the first 100 hours of adult literacy instruction.

	Have not mastered				Have mastered	
Extent of Mastery	1	2	3	4	5	N
	No contribution				Completely contributed	
Institute Contribution to Mastery	1	2	3	4	5	N